

Arkansas Comprehensive School Counseling Program Guide



School Counselor Roles and Best Practices

Arkansas Department of Education
Division of Elementary and Secondary Education
Guidance and School Counseling



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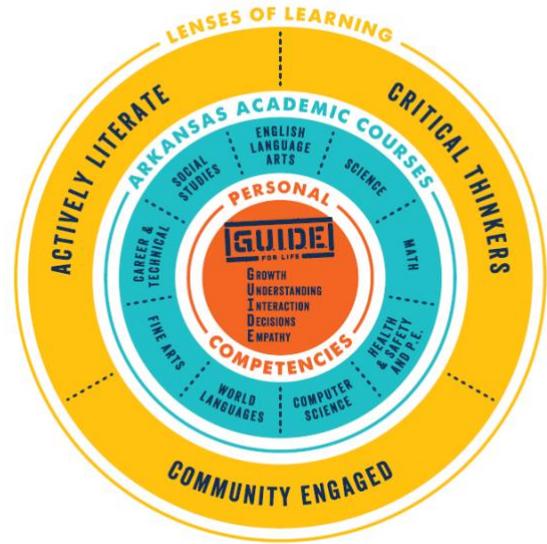
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Lenses of Learning

The Arkansas Department of Education's Vision for Excellence in Education is transforming Arkansas to lead the nation in student-focused education. Implementation of this vision drives significant changes as the department identifies student learning to be a defining characteristic of effective teaching.

Arkansas is committed to students exhibiting evidence of learning through three lenses of application that move students toward competency in multiple disciplines. In order for Arkansas students to graduate college and/or be career ready, they must be **actively-literate, critical thinkers, and engaged in the community.**



The school counselor is able to impact all students in these three areas. Through teaching social and emotional learning skills, which are essential for student success in and out of the school, the school counselor impacts students' ability to access the curriculum being addressed in the classroom. School counselors can support students in developing a strong foundation in the skills identified in the **G.U.I.D.E. for Life**. These skills help students to be more able to manage daily tasks, collaborate and interact with others positively, communicate well, and make positive contributions in the workplace and beyond. School counselors provide students an opportunity to explore and plan for the future to help them understand the relationship between academics, personal competencies, and future aspirations.

Section One

Arkansas school counselors provide a thoughtfully planned program to help students meet their fullest potential academically, socially/emotionally, and in career decision-making. The role of the school counselor is broad and requires expertise in multiple areas. This manual has been adapted as a guide for Arkansas school counselors to develop and personalize for use at each school and/or district. It includes information about legislation regarding comprehensive school counseling, shares the American School Counselor Association Model including the Mindsets and Behaviors, and includes the Arkansas Teacher Excellence and Support System (TESS) rubric as part of a holistic design for school counseling.

The American School Counselor Association defines a comprehensive school counseling program as an “integral component of the school’s academic mission. Comprehensive school counseling programs, driven by student data and based on standards in academic, career, and social/emotional development, promote and enhance the learning process for all students.”

Arkansas school counselors can also utilize the Arkansas Comprehensive School Counseling Program Guide as an advocacy tool to educate all stakeholders; administrators, teachers, community, parents and students in regard to the role, function, and job skills required of the school counselor.

Arkansas Comprehensive School Counseling Programs Roles and Best Practices

School counseling programs are comprehensive in nature. They include planning and management, implementation and delivery, and data-driven evaluation to determine the effectiveness of the program. A team approach is essential to comprehensive school counseling programs. All stakeholders must be actively involved in promoting student achievement. Stakeholders include school counselors, teachers, administrators, students, parents, psychologists, social workers, and community members.

Introduction to the American School Counselor Association (ASCA) Model

Arkansas school counselors adhere to the highest standard of professional practices as defined by the ASCA National Model in the development and implementation of comprehensive school counseling programs.

The ASCA National Model: A Framework for School Counseling Programs, 3rd edition, guides school counselors in developing and implementing a comprehensive school counseling program that enhances learning for all students. Access to school counselors helps students develop the mindsets and behaviors needed for academic, career and personal success. A comprehensive counseling program is planned, intentional, and based on data-driven decision making. It is based on four components: foundation, management, delivery and accountability.

The ASCA National Model: A Framework for School Counseling Programs, 4th edition, continues to guide school counselors in developing and implementing comprehensive school counseling programs, but includes some structural reorganization. The four components are now called: define, manage, deliver and assess. This guide will primarily follow the 3rd edition which is aligned with Act 190, The School Counseling Improvement Act of 2019. When applicable, the 4th edition will be referenced in parentheses.

The model provides the mechanism through which school counselors and school counseling teams will design, coordinate, implement, manage, and evaluate their programs to promote students’ success. The model provides a framework for the program components, the school counselor’s role in implementation, and the underlying themes of leadership, advocacy, collaboration, and systemic change. Program components are focused on achieving results. Today’s school counselors are leaders, advocates, systemic change agents, and collaborators.

School Counselor Advocacy



Others often observe what is above the water line...

Classroom guidance, small groups, individual counseling, coordinating committees, assessments and programs, large group professional development, parent meetings etc.

The comprehensive school counseling program encompasses much more, often unobserved, which should be shared with others...

Vision, mission, program goals, data review, delivery including direct and indirect school counseling as well as program assessment.

National School Counseling Week

School counselors celebrate National School Counseling week, which is held the first full week of February to focus public attention on the unique contribution of school counselors. It is sponsored by the American School Counselor Association to highlight the tremendous impact school counselors have in helping students achieve school success and plan for a career.

Link to additional information:

[https://www.schoolcounselor.org/school-counselors-members/about-asca-\(1\)/national-school-counseling-week](https://www.schoolcounselor.org/school-counselors-members/about-asca-(1)/national-school-counseling-week)

Introduction to the Implementation of an Arkansas Comprehensive School Counseling Program

The ASCA National Model represents what a school counseling program should contain, and it serves as an organizational tool to identify and prioritize the elements of a high-quality program. It describes the program components and serves as a framework for states, districts, and individual schools to use in developing, implementing, and evaluating their own comprehensive, systematic, and developmental school counseling programs. The ASCA model has been used as a framework for the Arkansas School Counselor Comprehensive Counseling Program Guide and Arkansas School Counselor Toolkit. The Model is:

Comprehensive in Scope

A comprehensive school counseling program will focus on a multi-tiered approach for all students. The emphasis is on promoting success for every student, so that they will achieve in school and develop into contributing members of our society.

Preventive in Design

School counselors design programs and services that emphasize proactive education through the implementation of the school counseling core curriculum lessons. Preventive Tier One implementation includes emphasis on the ASCA Mindsets and Behaviors, and the G.U.I.D.E. for Life essential skills, as well as the Arkansas standards being taught in public schools.

Developmental in Nature

School counselors establish program goals, expectations, support systems, and experiences that are developmentally appropriate for all students. To support varying student developmental needs, counselors increase the intensity and frequency of interventions as needed.

A Cooperative Effort

School counselors collaborate with many stakeholders to ensure a high-quality school counseling program. Through this cooperative effort, school counseling programs become an integral part of the total school mission.

An Opportunity for Leadership

School counselors serve as leaders who are engaged in change to ensure student success. They help every student gain access to rigorous academic preparation that leads to greater opportunity and increased academic achievement. School counselors focus on closing achievement gaps and helping students access content and curriculum. School counselors become effective leaders by collaborating with other professionals in the school to influence systemic change, and by implementing school reforms and participating in professional communities and professional development opportunities.

A Tool for Student Advocacy

School counselors advocate for students' academic, career, and social/emotional needs and work to ensure these needs are addressed at every level of the school experience. Through their leadership, advocacy, collaboration, counseling, and the effective use of data, school counselors minimize barriers so students have increased opportunities to achieve success in school. These methods promote equity by providing access to rigorous courses and a quality curriculum for every student. By increasing access to challenging programs and coursework, students will be better prepared for college and/or careers.

A Representation of Collaboration and Teaming

School counselors work with all stakeholders, both inside and outside the school system, to develop and implement responsive educational programs that support the achievement of identified goals for every student. School counselors build effective teams by encouraging genuine collaboration among all school staff to work toward the common goals of equity, access, and academic success for every student. School counselors create effective working relationships among students, professional and support staff, parents and/or guardians, and community members.

A Systemic Change Agent

With a school-wide expectation to serve the needs of every student, school counselors are uniquely positioned to assess the school for systemic barriers to academic success. School counselors have access to critical data about student placement, student academic performance, and student coursework. Systemic change occurs with the sustained involvement of all critical players in the school setting, including and often led by school counselors.



Research Supporting Comprehensive School Counseling Programs

American School Counselor Association (ASCA)

Empirical Research Studies Supporting the Value of School Counseling

<https://www.schoolcounselor.org/asca/media/asca/Careers-Roles/Effectiveness.pdf>

The School Counselor and Comprehensive School Counseling Programs

https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS_ComprehensivePrograms.pdf

National Association for College Admission Counseling (NACAC): Effective Counseling in Schools Increases College Access

https://www.nacacnet.org/globalassets/documents/publications/research/2018_soca/soca18.pdf

University of Massachusetts Amherst

Paving the Road to College: How School Counselors Help Students Succeed

<https://www.umass.edu/schoolcounseling/uploads/TheChicagoReport.pdf>

Effectiveness of School Counseling

<https://wvde.state.wv.us/counselors/administrators/Effectiveness+of+School+Counseling.pdf>

Measuring the Impact of School Counselor Ratios on Student Outcomes

<https://www.schoolcounselor.org/asca/media/asca/Publications/Effectiveness-RatiosOutcomes-ResearchReport.pdf>

Exploring the Career and College Readiness of High School Students Serviced by RAMP and Non-RAMP School Counseling Programs in North Carolina

<https://www.schoolcounselor.org/asca/media/asca/Careers-Roles/Effectiveness-CCR-ResearchReport.pdf>

Promoting Positive Youth Development Through School-based Social and Emotional Learning Interventions: A Meta-analysis of Follow-up Effects

<https://casel.org/2017-meta-analysis/>

The Economic Value of Social and Emotional Learning

<http://blogs.edweek.org/edweek/rulesforengagement/SEL-Revised.pdf>

ASCA Position Paper - The School Counselor and Trauma-Informed Practice

https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS_TraumaInformed.pdf

ASCA Position Paper - The School Counselor and Social/Emotional Development

https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS_SocialEmotional.pdf

ASCA Position Paper - The School Counselor Multi-Tiered System of Supports

https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS_MTSS.pdf

The School Counselor and Mental Health

https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS_SocialEmotional.pdf

Section Two

The ASCA National Model Components

Foundation **Define (4th edition)**

The foundation/define area of the ASCA model serves as the solid ground upon which the comprehensive school counseling program is built. The purpose of this component is to establish the focus of the comprehensive school counseling program based on the academic, career, and social/emotional needs of the students in the school.

This section of the manual offers an outline for a comprehensive school counseling program. You will find best practice examples and templates that can be customized for implementation at your school in the accompanying Toolkit, which is organized according to the 3rd edition of the ASCA National Model framework, and Act 190 – The School Counseling Improvement Act of 2019.



Program Focus

Beliefs (4th edition – Manage)

Arkansas school counselors recognize that our personal beliefs impact our behavior and how we interact with students and stakeholders. To establish program focus, school counselors identify personal beliefs and work to ensure all students benefit from the school counseling program. Counselors develop belief statements that support equitable services for all students.

Vision Statement (4th edition – Manage)

Arkansas school counselors develop an appropriate vision statement defining what the future will look like in terms of student outcomes. By developing an appropriate vision statement, Arkansas school counselors can promote the success of every student as aligned with the school vision statement.

Mission Statement (4th edition – Manage)

Arkansas school counselors create a mission statement aligned with their school's mission and develop SMART program goals defining how the vision and mission will be measured. A mission statement provides the direction to reach the vision by creating one focus or purpose in the development and implementation of the comprehensive school counseling program. The school counseling mission statement aligns with and is a subset of the school's and district's mission. The school counseling program's mission statement is clear, concise, and specific to the program's intent and to what the program will contribute to the overall mission of the school.

See page 24 in the ASCA Model book (2012).

See page 31 in the ASCA Model book (2019).

Templates can be found in the Arkansas School Counselor Toolkit.

Program Goals (4th edition – Manage)

Arkansas school counselors develop SMART program goals that define how the vision and mission will be accomplished. School counselors use these SMART goals to develop classroom lessons, as well as small- group and closing-the-gap action plans. School counseling program goals are statements about a desirable outcome toward which the program is willing to devote resources, (Dimmit, Carey, & Hatch, 2007) and they are not only specific, but also measurable, achievable, results-focused, and time-bound. The SMART goal statements address specific student outcomes, including improved student achievement, attendance, behavior/discipline, and school safety through one or more of the three domains: academic, career, or social/emotional development. The goals are developed into actions or tasks to improve student outcomes.

Refer to page 25 in the ASCA Model book (2012).

Refer to page 41 in the ASCA Model book (4th edition).

Templates can be found in the Arkansas School Counselor Toolkit and on the ASCA Website.

ASCA Mindsets and Behaviors for Student Success: K-12 College and Career Readiness Standards for Every Student

Enhancing the learning process for all students, Arkansas school counselors utilize the ASCA Mindsets and Behaviors to guide the development of effective school counseling programs around three domains: academic, career, and social/emotional. The Mindsets and Behaviors are the foundation for classroom lessons, small groups, and activities within a comprehensive school counseling program.

<https://schoolcounselor.org/asca/media/asca/home/MindsetsBehaviors.pdf>

Code of Ethics for Arkansas Educators

Arkansas School Counselors follow the Code of Ethics for Arkansas Educators.

<http://dese.ade.arkansas.gov/divisions/educator%20effectiveness/plsb-professional-ethics-discipline/code-of-ethics-for-arkansas-educators>

Arkansas Teacher Excellence and Support System (TESS) for School Counselors

The Arkansas Teacher Excellence and Support System (TESS) provides a statewide system for observation and support of K-12 Teachers. Arkansas School Counselors follow the Arkansas TESS school counseling rubric.

<http://dese.ade.arkansas.gov/divisions/learning-services/guidance-and-school-counseling/tess-for-counselors>

http://dese.ade.arkansas.gov/public/userfiles/Educator_Effectiveness/Educator_Support_and_Development/Teacher_Support/TESS_Specialty_Teacher_Smart_Cards_2018.pdf

ASCA School Counselor Professional Standards and Competencies (4th edition - define)

The ASCA National Model outlines the knowledge, attitudes, and skills that ensure school counselors are equipped to meet the rigorous demands of the profession.

<https://www.schoolcounselor.org/asca/media/asca/home/SCCompetencies.pdf>

2016 ASCA Ethical Standards for School Counselors (4th edition - define)

The ASCA Ethical Standards for School Counselors identify the principles of ethical behavior necessary to maintain the high standard of integrity, leadership, and professionalism.

<https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>

Management

Manage (4th edition)

The management or manage component of the ASCA Model provides Arkansas school counselors organizational guidance and tools to help support the development of a student focused, needs-based comprehensive plan. Management requires self-assessment as well as program assessment to ensure that counselors are able to identify program strengths and weaknesses. In addition, data can be used to plan for short- and long- term goals to improve the program, and to help the counselor determine what type of professional development can be used to meet the goals of their Personal Growth Plan.

Arkansas Comprehensive School Counseling Self-Assessment or Annual Review (4th edition - Manage)

Arkansas school counselors use program self-assessments to evaluate the school counseling program to ensure alignment to ACT190, The School Counseling Improvement Act of 2019, and to the ASCA National Model. This self-assessment provides an opportunity for school counselors to reflect on their program and identify areas of strength and areas for growth.

Template can be found in the Arkansas School Counselor Toolkit.

Use-of-Time Calculators (4th edition - Manage)

Use-of-time calculators are used to determine the percentage of time the counselor is providing direct and indirect counseling services to students and completing administrative activities. Using the data from use-of-time logs provides regular feedback to the counselor, administration, students, teachers, and other stakeholders to ensure that the counseling program is being implemented with fidelity and student needs are being met.

Calendars (4th edition - Manage)

Calendars are used to keep students, parents, teachers, and administrators informed and to encourage their active participation in the school counseling program. Annual calendars provide an overview of school counseling activities throughout the school year. Monthly calendars provide important information about scheduled classroom lessons, school-wide initiatives taking place, and counselor availability. Weekly calendars provide even more detailed short-term information to students, teachers, administrators, and stakeholders.

See page 63 in the ASCA Model book (2012).

See page 68 in the ASCA Model book (2019).

Template can be found in the Arkansas School Counselor Toolkit.

Annual Administrative Conference (4th edition - Manage)

Each year, the school counselor and administrator meet to develop a collaborative overview of the school counselor's program and percent of time to be allotted to school counseling activities. This conference identifies specific responsibilities of the counselor, student caseload, areas for professional development, and expectations for the counselor and program. This conference should be aligned to the counselor's Personal Growth Plan and the counselor's Teacher Excellence and Support System goals. This conference provides the opportunity to share information about and advocate for the comprehensive school counseling program and show the impact it makes on students.

See pages 64 and 65 in the ASCA Model book (2012).

See pages 60-62 in the ASCA Model book (2019).

Template can be found in the Arkansas School Counselor Toolkit.

School Counselor Advisory Council (4th edition - Manage)

Creating an advisory council that consists of stakeholders supports the implementation of the school counseling program. This council should meet at least twice a year to share in the planning of overarching goals of the program, determine needs or gaps for students, provide opportunity for feedback regarding the program, and allow stakeholders to understand and be involved in the comprehensive school counseling program.

See pages 64 and 65 in the ASCA Model book (2012).

See pages 75 and 76 in the ASCA Model book (2019).

Template can be found in the Arkansas School Counselor Toolkit.

Data Use in School Counseling

Data is used in the school counseling program to develop the academic, career, and social/emotional needs of the student body as a whole. Data can also be used to evaluate an individual or small group of students to determine if there might be a need for more intensive or frequent intervention. This type of data might include disciplinary referrals, attendance, grades, assessment scores, behavioral screeners, or behavioral referrals, etc. Data is also used to evaluate the results of the comprehensive school counseling program to allow the school counselor to reflect on his/her practice, and make adjustments to programming as needed.

See page 42 and 59 in the ASCA Model book (2012).

See page 32 in the ASCA Model book (2019).

Templates and information can be found in the Arkansas School Counselor Toolkit.

School Counseling Facilities

Each school shall provide appropriate facilities to ensure effective confidential counseling to meet individual needs of students. To implement an effective counseling program a counselor needs private office space, private phone lines, computer and data processing tools, and an area appropriate for small group activities. The location of the school counseling office should be easily accessible to students.

The State of Arkansas Public School Academic Facility Manual includes planning concepts related to current educational best practices and defines the size of the counselor's office to be incorporated into a new or renovated building. In addition, the manual's Education Planning Concept states that decentralizing administrative services, including counselors, "may provide the flexibility and opportunity for increased student contact, decreased student anonymity, and opportunities for passive supervision."

[http://www.arkansased.gov/public/userfiles/rules/Pending/Facility_Manual%20Approved_for_Release_4_30_15\).pdf](http://www.arkansased.gov/public/userfiles/rules/Pending/Facility_Manual%20Approved_for_Release_4_30_15).pdf)

Delivery Deliver (4th edition)

The delivery system or deliver is focused on the process and method of delivering the comprehensive school counseling program to students. The program is implemented through direct and indirect student services as well as administrative activities.

Direct Student Services (90% Direct & Indirect)

Direct services are provided for all students using a multi-tiered systems approach. These services are typically in a face-to-face format and include core curriculum classroom lessons, individual and group counseling, as well as responsive services.

Indirect Student Services (90% Indirect & Direct)

Indirect services are provided on behalf of a student, and are typically consultative, referral-based, or in the role of contributing member of an ESOL, PBIS, RTI, parental involvement and GT etc.).

Administrative Activities (No More Than 10%)

Administrative activities include non-counseling responsibilities and are not directly related to the comprehensive school counseling program. Chairing committees and meetings (504, ESOL, PBIS, RTI, parental involvement and GT etc.), data input, developing master schedules, coordinating assessment administration, and monitoring students in common areas are all administrative activities.

Comprehensive School Counseling Program postings will be reviewed to ensure the counselor is working indirectly for or directly with students 90% of the time and is spending no more than 10% of time completing administrative activities.



Direct Services

Act 190, The School Counseling Improvement Act of 2019, states that school counselors shall devote at least ninety percent (90%) of their time, on student contact days, providing direct and indirect services to students.

Classroom Core Curriculum Lessons are intentional, planned and developed based upon the needs of the students. Delivery of core curriculum through classroom lessons helps all students build skills and competencies that are age-appropriate and focused on the counselor/school/district mission and vision. Core curriculum addresses academic growth, career exploration or development, and social/emotional needs. The delivery can be provided in the classroom or by means of interdisciplinary lessons. Outside of the classroom, counselors can provide Tier 2 small group support to students, focusing on the three components of core curriculum as well. Classroom counseling lessons are a collaborative effort with teachers using the lesson information to reinforce goals for students. Teachers are encouraged by counselors to conduct and continue many of these activities during their classes to assist in development of the whole student. Classroom counseling lessons provide students the opportunity to be engaged in discourse and collaboration. This time allows students to discuss “what-if” scenarios, and use peer feedback and self-evaluation to help them clarify what their academic, career, and social/emotional needs and interests are. School counselors take the lead in the planning, development, and organization of the classroom counseling lesson activities being provided. To ensure alignment of the school counseling program and consistency of student behaviors, school counselors can also provide support to teachers and others in the school.

The counselor can provide **no more than 3 sessions per school day and no more than 10 sessions per week. Sessions are limited to 40 minutes or less.** (Act 190)

Small Group and Individual Counseling are Tier 2 or 3 supports, and are provided to students based upon student need or request by student, teacher, administrator, or parent. These sessions can address academic advisement, social/emotional concerns, or future aspirations and planning. Although counselors work with students when they experience problems, counseling must be more than the provision of remediation and crisis intervention. Developmental counseling provides students with coping strategies before a crisis occurs, often through core curriculum lessons in the classroom, but which may also involve seeing students individually or in groups to help them develop skills and use their resources. The school counselor uses data such as surveys and/or needs assessments to determine which small group topics would best meet the needs of the students in the school.

Working with students in small groups acknowledges that peer influence is an extremely powerful factor in student development. Groups provide participants with an opportunity to give and receive feedback, which contributes to their understanding of themselves and others. It also allows them to practice interpersonal and personal skills in a safe, reinforcing environment. Small group sessions are planned with intended outcomes. Students develop personal goals in the group and follow-up takes place to ensure students are continuing to meet their desired goal outcomes. In addition, a small group approach enables counselors to have an impact on a greater number of students than individual counseling can reach. It is important to remember that the group approach is not suited to every student or every situation. It is a Tier 2 support in which students are referred for counseling by staff, teachers, parents, school psychologists, school administrators, peers, or themselves.

Responsive services are direct services that are meant to address students’ immediate needs or concerns, and can be initiated by the student, parent, teacher, or administration. Responsive services include regularly scheduled meetings with students based upon a referral as well as crisis response to support a student during an acute crisis or emergency situation.

Direct Services (90% Direct & Indirect Services)

Face-to-face

<p>Classroom Core Curriculum Lessons <i>(Tier 1 for all students)</i></p> <p>Limited to forty-minute class sessions, not to exceed three (3) class sessions per day, and not to exceed ten (10) class sessions per week.</p>	<p>Classroom counseling lessons are developmentally appropriate, based on gaps identified through the school data review and the associated goals that are created to address those needs. They also address the components of the School Counseling Improvement Act of 2019. The lessons are based on specific competencies in academic, social/emotional and/or career domains which are determined by data derived from needs assessments, surveys, and/or school and district initiatives.</p> <p>Examples: Career planning and exploration, orientation activities for new or transitioning students, addressing accelerated learning opportunities, and/or working with students on the development of their Student Success Plans.</p>
<p>Individual and Group Counseling <i>(Tier 2 or 3 based on Student need)</i></p>	<p>Small group lessons are based on the same identified gaps in the school and student needs. Small groups meet regularly over a specified amount of time. Follow-up should occur to ensure students are continuing to develop the skills taught in the small group. Pre- and post- evaluations or assessments will gather data to help determine growth in knowledge or skill attainment.</p> <p>Examples: Interpretation of assessments, individual academic planning, guidance in understanding the advantages of career certifications and internships, behavioral supports, attendance, and essential success skills.</p>
<p>Responsive Services <i>(Tier 2 or 3 based on Student need)</i></p>	<p>Responsive Services - Supporting students whose immediate concerns put the student's academic, career, or social/emotional development at risk.</p> <p>Examples: Responsive services typically address immediate or short term needs such as crisis intervention for students at risk.</p>

Indirect Services

Act 190, The School Counseling Improvement Act of 2019, states that school counselors shall devote at least ninety percent (90%) of their time, on student contact days, providing direct and indirect services to students.

Consultation and Collaboration

An important part of the school counselor's role is to collaborate with teachers and parents. School counselors lead the way in helping create school environments that encourage student growth and learning.

Making Referrals

School counselors establish and maintain close working relationships with a variety of school and community agencies. These agencies can include departments of health and social services, mental health centers, juvenile courts, and advocacy groups. To help students and their families cope with an array of problems, school counselors identify school and community resources and support behavioral and/or treatment plans determined through interagency communication.



Participating on Decision-Making Teams

The school counselor serves as a contributing member of a decision-making team to provide feedback and intervention supports to students. Examples can be found in the chart below.

Indirect Services (90% Indirect & Direct Services) *Consultation, referral, on behalf of*

<p>Consultation</p>	<p>Consultations are on behalf of a student. They can include interaction with a parent or legal guardian, school staff, and community agencies concerning a student's behavior, academics, or attendance.</p>
<p>Referrals</p>	<p>Indirect services include, but are not limited to, referring a student for mental health services, and child maltreatment reports.</p>
<p>Decision-making Teams</p>	<p>Serving as a contributing member of decision-making teams, which include without limitation:</p> <ul style="list-style-type: none"> Section 504 Response-to-Intervention ESOL Committees Parental Involvement or Family Engagement Positive Behavioral Intervention Support Advanced Placement & Gifted and Talented Other decision-making teams

Other Components of the Comprehensive School Counseling Program

Understanding the Relationship between Classroom Performance and Success in School

The school counselor assists students in understanding the relationship between school and classroom performance and their future college and career aspirations. This process begins in early grades and continues throughout the student's education. Age-appropriate classroom counseling lessons, small groups, and individual counseling sessions, as well as supporting teacher lessons and classroom procedures can all be used in the process of helping students see the connections.

Academic Advisement

Academic advisement begins in elementary school and continues through high school. The school counselor acts as an advisor at all levels to guide students toward developing short- and long- term goals for educational decision-making including the selection of courses designed to help students prepare for college and career plans. Informational resources should also be available and organized in such a way as to guide students and provide information relevant to their plans. School counselors encourage students to reach their fullest potential by guiding them to take the most academically challenging coursework with a focus on interest areas.

Orientation or Transition

Orientation is a process for students, teachers, parents, and stakeholders to learn about the school counseling program, the roles of the school counselor, and the services available to students, families, and staff. Orientation can also help students make smoother transitions from one school setting to another. Formal programs may be used in a classroom setting for groups entering a new school or for promotion to a new school level. More informal programs may be used for students entering a new school setting at the elementary level.

Interpretation of Student Assessments

School counselors help students identify their skills, abilities, achievements, and interests through counseling activities and classroom counseling lessons. Assessment analysis is also used by the school counselor to identify closing the gap activities.

Career Awareness and Planning in School Counseling Programs

At the elementary level, the core curriculum lessons and developmentally appropriate classroom activities can focus on developing essential skills (G.U.I.D.E. for Life), career exploration, and making the connection between skill development and the world of work.

At the secondary level school counselors work with students to ensure that they are aware of the importance of course selection and future planning. They can help guide students to and through the graduation process, encourage access and equity for rigorous coursework, develop post-high school plans, and set goals so students can meet their future aspirations. By providing guidance in areas such as internships and career certifications, school counselors facilitate student discussion on the benefits of acquiring credentials while still in high school. School counselors work collaboratively with other educators to support the implementation of Student Success Plans by meeting with students and discussing career options. Additionally, school counselors support the provision of resources to help students identify career interests and aptitudes so that they may become better self-managers.

Providing Social and Emotional Skill Development

Essential social/emotional skill building will help promote cultural and social awareness, positive communication and relationship skills, collaboration with others, and responsible decision making. These skills, when taught and practiced in the classroom, will help to improve culture and climate in the school so that all students can feel that they are in a safe and supportive environment. By learning to understand themselves and others, and by developing empathy and effective communication skills, students will be better able to resolve conflicts and provide support to others.

Bullying Prevention

The school counselor supports anti-bullying efforts in the school. They work with students who bully, those who are the target of bullying behaviors, and those who witness such behavior. School counselors teach students skills so that they can move from “bystanders” to “upstanders” and reach out for help when they see bullying taking place. The counselor also provides training to other educators in the school so they can better recognize bullying behaviors and follow through with protocols when bullying does take place.

Suicide Prevention

The school counselor supports suicide prevention efforts in the school. They work with students who are at risk for suicide, address developmentally appropriate prevention strategies, and provide awareness information to all stakeholders so that students and adults are aware of signs of risk for suicide. School counselors also help provide support for students, families, and staff within the school’s response protocols in the event that a suicide does occur.

At-Risk Students

School counselors intervene with students who are at risk for dropping out of school to determine if there is a way to support them staying in school.

Administrative Activities
Coordination, Chair, Duties

Act 190, The School Counseling Improvement Act, states that school counselors shall devote no more than ten percent (10%) of their time, on student contact days, engaging in administrative activities. Examples can be found in the chart below.

<p>Coordination of Programs and Data Input</p>	<p>Coordination of programs including, but not limited to: Parental Involvement Positive Behavioral Intervention Supports Advanced Placement and Gifted & Talented ESOL Committees Response-to-Intervention Section 504 Student Success Plans</p> <p>Coordination of assessments including, but not limited to: state assessments, cognitive achievement assessments, advanced placement programs, and language acquisition testing programs at the building or district level.</p> <p>Developing master schedules and entering data in programs such as eSchool.</p>
<p>Chairing Committees and Meetings</p>	<p>Chairing committees and meetings including, but not limited to: Parental Involvement Positive Behavioral Intervention Supports Advanced Placement and Gifted & Talented ESOL Committees Section 504 Response-to-Intervention</p>
<p>Duties</p>	<p>Supervising students in common areas such as the hallway, cafeteria, playground and bus lines</p>

Accountability Assess (4th edition)

Accountability and evaluation of the school counseling program are absolute necessities. Now more than ever, school counselors are challenged to demonstrate the effectiveness of their programs in measurable terms. School counselors must collect and use data that support and link the school counseling programs to district and school vision and mission statements. The purpose of this component is to analyze the data that have been collected and make program decisions based on the results.

The school counselor annually assesses the comprehensive school counseling program to ensure it is up to date, goals are developed, goal outcomes are evaluated for success, and to inform and adjust the program based on the outcomes. The assessment allows the school counselor to reflect on how their students have changed due to the interventions and supports provided, and to identify future needs to be addressed going forward.

Analyzing school data will help school counselor develop more focused programming, more effective interventions, and a more comprehensive and responsive school counseling program.

Tools the school counselor should use in assessing the comprehensive school counseling programs

- Use-of-Time calculators
- School data report cards
- Feedback from the provision of curriculum or programs (participation, Mindsets and Behaviors, and outcome results)
- Feedback from small groups such as surveys, participation data, Mindsets and Behaviors acquisition, and student outcomes
- Needs assessments from parents, students, community members, and/or educators
- School counseling program self-assessment
- School counselor TESS
- School counselor reflections
- Review of goal setting action plan results

Tools for sharing results:

- Presentations (school, district, parents, other stakeholders)
- Handouts
- Webpages
- Inclusion in school improvement plan
- Data reports
- The following year's Comprehensive School Counseling Plan
- Social Media
- Newsletters

Section Three

Comprehensive School Counseling Program Requirements

Each public school district shall provide a developmentally appropriate comprehensive school counseling program to aid students in academics, social/emotional needs, and career exploration and planning.

The district Comprehensive School Counseling Plan, which is a reflection of the program, shall be posted on the district website under “State Required Information” no later than August 1 of 2020 and each following year thereafter. The requirements for the comprehensive school counseling program plan can be found in the Arkansas School Counselor Toolkit and in the Arkansas Comprehensive School Counseling Program Guide which are posted on the Arkansas Department of Education – Division of Elementary and Secondary Education - Guidance and School Counseling webpage.

<http://dese.ade.arkansas.gov/divisions/learning-services/guidance-and-school-counseling>

Standards for Accreditation

<http://dese.ade.arkansas.gov/divisions/public-school-accountability/standards-systems-support>

Section Four

Transformational School Counseling

School counselors impact student lives in positive ways, not only with daily supports, but through the comprehensive school counseling program. As we move forward with our program development, school counselors will desire to build on the work they are doing. The Arkansas Department of Education, Division of Elementary and Secondary Education, is working to help develop and support implementation of transformational school counseling programs aligned to the American School Counselor Association's (ASCA) Model.

Recognized ASCA Model Programs (RAMP) allow school counselors to “drive their programs to the next level.” Programs that have earned RAMP status are comprehensive, data-driven, and results oriented. You can find out more at:

[https://www.schoolcounselor.org/school-counselors/recognized-asca-model-program-\(ramp\)](https://www.schoolcounselor.org/school-counselors/recognized-asca-model-program-(ramp))

Glossary of Terms

Academic advisement is provided for class selection by establishing academic goals in elementary, middle, and high school.

Action or Closing the Gap Plans are developed to identify how goals will be implemented including strategies, competencies, activities, timeline, milestones and means of evaluation.

Advisory council is a representative group of stakeholders who review the comprehensive school counseling plan and provide feedback and recommendations to the counseling staff, administration, and district.

Advocacy is the process of identifying underrepresented students and supporting them in their efforts to reach their highest potential as well as actively supporting the profession of school counseling and supporting policies that promote student success.

Calendars are maintained by school counselors and are distributed regularly to educators, students, and parents. Planning, visibility and credibility are enhanced by effective use of an annual school counseling program calendar, monthly calendars, and a weekly calendar.

Career planning process helps students attain skills and attitudes and identify opportunities for successful transition from high school to post-secondary training or education.

Chairing includes presiding over meetings and committees.

Classroom counseling lessons, or core curriculum, is the curriculum component of school counseling that consists of developmentally appropriate lessons designed to assist students in achieving desired competencies and is presented systematically through classroom and group activities.

Comprehensive school counseling programs are an integral part of the total educational program that helps every student acquire the skills, knowledge, and attitudes in the areas of academic, career, and social/emotional development to promote academic achievement and meet developmental needs. School counseling programs are based on the developmental age of the students and are conducted on a consistent and planned basis to assist students in achieving specified competencies.

Consultation is used to provide school counseling feedback and support while communicating with educators and stakeholders concerning student problems and needs.

Coordination includes organizing, scheduling, and providing documentation for programs and assessments.

Data-driven identifies systems that make decisions concerning future actions that are based on information, survey reports, assessments, statistics, or other forms of data.

Define (4th edition) school counselors develop comprehensive school counseling programs based on three sets of standards (Mindsets and Behaviors for Student Success, ASCA School Counselor Professional Standards & Competencies and ASCA Ethical Standards).

Delivery systems identify how the comprehensive school counseling program is organized and delivered.

Direct services are counseling services that are provided directly to students: individual, small group, classroom core curriculum lessons, and responsive services. They are provided in a face-to-face format.

Ethical standards are adhered to by school counselors. They include ethical, legal, and professional standards developed by the state educational agency and national school counseling organizations.

Evaluation is used to determine progress on the implementation of goals, action plans, or comprehensive school counseling programs.

Foundation identifies the beliefs, vision, mission, and goals set forth in the comprehensive school counseling plan.

Gaps are identified when desired student outcomes are not being met by a student or small group of students. Data is reviewed to evaluate current student levels of performance to find areas of concern that can be addressed.

Indirect services include consultations between a parent or legal guardian, school staff, and community agencies concerning a student's academic, career, and social and emotional needs. It also includes referrals for more frequent and more intensive interventions on behalf of a student or small group of students.

Individual student planning is used to coordinate ongoing systemic activities designed to assist individual students in establishing personal goals and developing future plans.

Leadership is an essential skill for school counselors as they develop and manage a comprehensive school counseling program. It supports academic achievement and student development, advances effective delivery of the comprehensive school counseling program, promotes professional identity, and overcomes challenges or role inconsistency (Shillingford & Lambie, 2010).

Management system or *Manage* (4th edition) addresses the allocation of resources to best address the goals and needs of the program.

Mission statements outline steps to accomplish the vision. They identify the Who, What, How, and Why for students. Mission statements must be aligned with the mission of the school system within which the program operates.

Orientation is a process for students, teachers, parents, and stakeholders to learn about the school counseling program, the roles of the school counselor, and the services available to students, families, and staff. Orientation can also help students make smoother transitions from one school setting to another.

The G.U.I.D.E. for Life defines essential knowledge, attitudes, and skills students should obtain to help them get along with others, communicate well, and make positive contributions in the workplace and beyond.

Outcome or Results Data demonstrate that learning, performance, or behavioral change has occurred. This data shows how students are different as a result of the school counseling program.

Perception/Mindsets and Behaviors data measures what students and others observe or perceive regarding knowledge gained, attitudes and beliefs held or competencies achieved.

Process/Participation data answers the question “what.” It describes the activity that is occurring; the target population, and how many students are affected.

Self-assessment is the assessment used to review strengths of the school counseling program and areas for improvement. Data from the profile is used to guide the school counseling program.

Responsive services meet students’, parents’, and teachers’ immediate needs for intervention, referral, consultation, or information.

Risk analysis is the procedure identified in the DESE Standard Operating Procedures for School Counseling programs and is based on the review of comprehensive school counseling plans that are posted on district websites as well as other district data and technical assistance needs. Support is provided to districts based on the level of identified risk.

School counseling assessments are tools used to measure the strength of the implementation of the comprehensive school counseling program. Data from assessments can be used to identify student needs and show student growth (pre/post-test).

Social/emotional development maximizes each student’s individual growth and social maturity in the areas of personal management, social interaction, and self-efficacy.

Standard operating procedures provide information and guidance on the process that will take place to ensure that school counselors are providing multi-tiered comprehensive support to all students.

Systemic change is change affecting the entire system; transformational; change affecting more than an individual or series of individuals; focus of the change is upon the dynamic of the environment, not the individual.

System support consists of professional development, consultation, collaboration, teaming, and program management and operation activities that establish, maintain, and enhance the total school counseling program.

Vision statements identify what you want to see going forward in your comprehensive school counseling program (what is the picture you see in your mind about your students’ success)? They identify long-range, desired outcomes for students.

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Arkansas Department of Education
Division of Elementary and Secondary Education
Guidance and School Counseling

<http://www.arkansased.gov/divisions/learning-services/guidance-and-school-counseling/professional-school-counseling-resources>

American School Counselor Association
<https://www.schoolcounselor.org>

Arkansas School Counselor Association
<https://www.arschoolcounselor.org/home/home/>

Arkansas Counseling Association
<http://www.arcounseling.org>

College Board Counselor Resources
<https://professionals.collegeboard.org/guidance/counseling/counselor-resources>

ACT Counselor Resources
<https://www.act.org/content/act/en/k12-educators-and-administrators/counselor-toolkit.html>

RTI Arkansas
<http://www.arkansased.gov/divisions/learning-services/curriculum-and-instruction/rti>

Act 190 – The School Counseling Improvement Act of 2019

An Act to Repeal the Public School Student Services Act; To Create the School Counseling Improvement Act Of 2019; And for Other Purposes.

SECTION 3. Arkansas Code Title 6, Chapter 18, Subchapter 10, is 35 repealed.

Subchapter 10 - Public School Student Services Act

SECTION 4. Arkansas Code Title 6, Chapter 18, is amended to add an additional subchapter to read as follows:

Subchapter 20 - School Counseling Improvement Act of 2019 6-18-2001. Title.

This subchapter shall be known and may be cited as the "School Counseling Improvement Act of 2019".

6-18-2002. Definitions.

As used in this subchapter:

- (1) "Administrative activities" means activities that are not directly related to the comprehensive school counseling plan and are absent of any direct student services or interaction;
- (2) "Direct services" means services that are provided through face-to-face contact with students, including without limitation:
 - (A) Regular classroom guidance limited to forty-minute class sessions, not to exceed three (3) class sessions per day and not to exceed ten (10) class sessions per week;
 - (B) Individual and group counseling;
 - (C) Responsive services on behalf of students whose immediate personal concerns and problems put the student's academic, career, or social and emotional development at risk, including the administration of a risk- assessment; and
 - (D) Interventions for students that are:
 - (i) At risk of dropping out of school; or
 - (ii) Exhibiting dangerous behaviors, such as drug use, self-harm, or gang activity; and
- (3) "Indirect services" means consultations between a student, a parent or legal guardian, school staff, and community agencies concerning a student's academic, career, and social and emotional needs.

6-18-2003. Comprehensive school counseling program and plan framework.

(a) Each public school district shall:

- (1) Develop and implement a comprehensive school counseling program that ensures student services are coordinated in a manner that provides comprehensive support to all students; and
- (2) Have a written plan for a comprehensive school counseling program that:
 - (A) Is implemented by an Arkansas-certified school counselor, a counselor serving under an additional licensure plan, or a school employee acting as a school counselor under a waiver granted under § 6-15-103(c);
 - (B) Utilizes state and nationally recognized counselor frameworks;
 - (C) Is reviewed annually and updated as needed by the school counselor in collaboration with the building administrator and other stakeholders;
 - (D) Is systemically aligned to kindergarten through grade twelve (K-12) within the public school district; and
 - (E) Contains the following four (4) components of a comprehensive school counseling program:
 - (i) Foundation, which includes without limitation:
 - (a) Vision statements;
 - (b) Mission statements; and
 - (c) Program goals;
 - (ii) Management, which utilizes assessments and other data to develop, implement, and evaluate a comprehensive school counseling program;
 - (iii) Delivery, which focuses on direct and indirect services through the implementation of a comprehensive school counseling program; and
 - (iv) Accountability, which ensures regular analysis of the comprehensive school counseling program that is provided.

- (b) The comprehensive school counseling program required under subsection (a) of this section shall:
 - (1) Guide students in academic pursuits, career planning, and social and emotional learning;
 - (2) Follow the comprehensive school counseling program guidance provided by the Department of Education;
 - (3) Include goals that are developed annually based on the vision and mission statements that are shared by stakeholders to ensure equitable access to opportunities for all students; and
 - (4) Identify student needs through a multilevel school data review that includes without limitation:
 - (A) Data analysis;
 - (B) Use-of-time data review;
 - (C) Program results data; and
 - (D) Communication and contact with administrators, parents, students, and stakeholders.

6-18-2004. Comprehensive student services.

(a) Sufficient time at each public school shall be allotted for the school counselor to carry out the duties stated in the comprehensive school counseling plan required under § 6-18-2003.

(b)(1) A school counselor shall spend at least ninety percent (90%) of his or her working time during student contact days providing direct and indirect services to students.

(2) Direct and indirect services may be provided in collaboration with other school personnel and include without limitation:

- (A) Intervening with students who are at risk of dropping out of school to determine if there is a way to keep at-risk students in school;
- (B) Following-up with high school graduates;
- (C) Providing orientation programs for new students and transferring students at each level of education;
- (D) Providing academic advisement services, including without limitation:
 - (i) Developing an individual planning system to guide a student to access and monitor the student's own educational, career, and social and emotional progress;
 - (ii) Guiding a student along the pathways to graduation;
 - (iii) Guiding a student in goal-setting experiences and course selection aligned with the student's post-secondary goals;
 - (iv) Addressing accelerated learning opportunities;
 - (v) Addressing academic deficits and the accessibility of resources;
 - (vi) Providing student assessment reviews, interest inventories, or academic results needed to develop, review, and revise a student's plan of study; and
 - (vii) Providing support for students who show potential so they are more likely to engage in rigorous coursework and take advantage of post-secondary opportunities;
- (E) Providing a career planning process that includes without limitation:
 - (i) Guidance in understanding the relationship between classroom performance and success in school and beyond;
 - (ii) The provision of resources to identify career interests and aptitudes to assist a student in age-appropriate college and career planning;
 - (iii) Guidance in understanding the advantages of completing career certifications and internships;
 - (iv) Interpretation of augmented, criterion-referenced, or norm-referenced assessments for students and parents;
- (F) Providing social and emotional skills designed to support students, including without limitation programs:
 - (i) To promote cultural and social awareness, positive communication and relationship skills, collaboration with others, and responsible decision making;
 - (ii) To improve culture and climate in the school so that all students can feel that they are in a safe and supportive environment;
 - (iii) To develop conflict-resolution skills;
 - (iv) To prevent bullying that include without limitation:

- (a) Training programs for school employees regarding how to recognize bullying behaviors;
 - (b) Protocols for responding to bullying that is occurring in the school;
 - (c) Strategies that support a student who is being bullied; and
 - (d) Strategies that help a bystander speak out against bullying; and
 - (v) To address age-appropriate suicide awareness and prevention through:
 - (a) Strategies that help identify a student who is at risk for suicide;
 - (b) Strategies and protocols that help a student who is at risk for suicide; and
 - (c) Protocols for responding to a suicide death; and
 - (G) Serving as a contributing member of decision-making teams, which include without limitation:
 - (i) Teams that are convened under Section 504 of the Rehabilitation Act of 1973, Pub. L. No. 93-112;
 - (ii) Response-to-intervention teams;
 - (iii) English language learner programs;
 - (iv) Parental involvement or family engagement programs;
 - (v) Positive behavioral intervention support programs; and
 - (vi) Advanced placement and gifted and talented programs.
- (c)(1) Administrative activities performed by a school counselor shall not exceed more than ten percent (10%) of the school counselor's time spent working during student contact days.
- (2) Administrative activities provided by a school counselor in collaboration with other school personnel include without limitation:
- (A) Coordinating state assessments, cognitive achievement assessments, advanced placement programs, and language acquisition testing programs;
 - (B) Developing master schedules;
 - (C) Coordinating of:
 - (i) Teams convened under Section 504 of the Rehabilitation Act of 1973, Pub. L. No. 93-112;
 - (ii) Response-to-intervention teams;
 - (iii) English language learner programs;
 - (iv) Parental involvement or family engagement programs;
 - (v) Positive behavioral intervention support programs;
 - (vi) Data entry; and
 - (vii) Advanced placement and gifted and talented programs; and
 - (D) Monitoring students in common areas such as the cafeteria, hallway, playground, and bus lines.

6-18-2005. Monitoring and support.

- (a) Each public school district is responsible for posting its annual comprehensive school counseling plan on the district website under state required information.
- (b) (1) Beginning with the 2020-2021 school year, the Department of Education shall monitor each public school district to ensure implementation and compliance with this subchapter.
 - (2) Failure by a public school district to comply with this subchapter is a violation of the Standards for Accreditation of Arkansas Public Schools and School Districts.
- (c) The department shall:
 - (1) Employ at least one (1) individual who is certified as a school counselor;
 - (2) Provide a multilevel system of support to public school districts to assist in complying with the requirements of this subchapter; and
 - (3) Provide guidance and technical assistance to public school districts in order to support equitable access to public school counseling services.

<http://www.arkleg.state.ar.us/assembly/2019/2019R/Acts/Act190.pdf>



ASCA Mindsets & Behaviors for Student Success:

K-12 College- and Career-Readiness Standards for Every Student

The ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career Readiness for Every Student describe the knowledge, skills and attitudes students need to achieve academic success, college and career readiness and social/emotional development. The standards are based on a survey of research and best practices in student achievement from a wide array of educational standards and efforts. These standards are the next generation of the ASCA National Standards for Students, which were first published in 1997.

The 35 mindset and behavior standards identify and prioritize the specific attitudes, knowledge and skills students should be able to demonstrate as a result of a school counseling program. School counselors use the standards to assess student growth and development, guide the development of strategies and activities and create a program that helps students achieve their highest potential. The ASCA Mindsets & Behaviors can be aligned with initiatives at the district, state and national to reflect the district's local priorities.

To operationalize the standards, school counselors select competencies that align with the specific standards and become the foundation for classroom lessons, small groups and activities addressing student developmental needs. The competencies directly reflect the vision, mission and goals of the comprehensive school counseling program and align with the school's academic mission.

Research-Based Standards

The ASCA Mindsets & Behaviors are based on a review of research and college- and career-readiness documents created by a variety of organizations that have identified strategies making an impact on student achievement and academic performance. The ASCA Mindsets & Behaviors are organized based on the framework of noncognitive factors presented in the critical literature review "Teaching Adolescents to Become Learners" conducted by the University of Chicago Consortium on Chicago School Research (2012).

This literature review recognizes that content knowledge and academic skills are only part of the equation for student success. "School performance is a complex phenomenon, shaped

by a wide variety of factors intrinsic to students and the external environment" (University of Chicago, 2012, p. 2). The ASCA Mindsets & Behaviors are based on the evidence of the importance of these factors.

All 35 standards can be applied to any of the three domains, and the school counselor selects a domain and standard based on the needs of the school, classroom, small group or individual. The standards are arranged within categories and subcategories based on five general categories of noncognitive factors related to academic performance as identified in the 2012 literature review published by the University of Chicago Consortium on Chicago School Research. These categories synthesize the "vast array of research literature" (p.8) on noncognitive factors including persistence, resilience, grit, goal-setting, help-seeking, cooperation, conscientiousness, self-efficacy, self-regulation, self-control, self-discipline, motivation, mindsets, effort, work habits, organization, homework completion, learning strategies and study skills, among others.

Category 1: Mindset Standards – Includes standards related to the psycho-social attitudes or beliefs students have about themselves in relation to academic work. These make up the students' belief system as exhibited in behaviors.

Category 2: Behavior Standards – These standards include behaviors commonly associated with being a successful student. These behaviors are visible, outward signs that a student is engaged and putting forth effort to learn. The behaviors are grouped into three subcategories.

a. Learning Strategies: Processes and tactics students employ to aid in the cognitive work of thinking, remembering or learning.

b. Self-management Skills: Continued focus on a goal despite obstacles (grit or persistence) and avoidance of distractions or temptations to prioritize higher pursuits over lower pleasures (delayed gratification, self-discipline, self-control).

c. Social Skills: Acceptable behaviors that improve social interactions, such as those between peers or between students and adults.

**The ASCA Mindsets & Behaviors for Student Success:
K-12 College- and Career-Readiness Standards for Every Student**

Each of the following standards can be applied to the academic, career and social/emotional domains.

Category 1: Mindset Standards

School counselors encourage the following mindsets for all students.

- M 1.** Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
- M 2.** Self-confidence in ability to succeed
- M 3.** Sense of belonging in the school environment
- M 4.** Understanding that postsecondary education and life-long learning are necessary for long-term career success
- M 5.** Belief in using abilities to their fullest to achieve high-quality results and outcomes
- M 6.** Positive attitude toward work and learning

Category 2: Behavior Standards

Students will demonstrate the following standards through classroom lessons, activities and/or individual/small-group counseling.

Learning Strategies	Self-Management Skills	Social Skills
B-LS 1. Demonstrate critical-thinking skills to make informed	B-SMS 1. Demonstrate ability to assume responsibility	B-SS 1. Use effective oral and written communication skills and listening
B-LS 2. Demonstrate creativity	B-SMS 2. Demonstrate self-discipline and self-control	B-SS 2. Create positive and supportive relationships with other
B-LS 3. Use time-management, organizational and study skills	B-SMS 3. Demonstrate ability to work independently	B-SS 3. Create relationships with adults that support success
B-LS 4. Apply self-motivation and self-direction to learning	B-SMS 4. Demonstrate ability to delay immediate gratification for long-term rewards	B-SS 4. Demonstrate empathy
B-LS 5. Apply media and technology skills	B-SMS 5. Demonstrate perseverance to achieve long- and	B-SS 5. Demonstrate ethical decision-making and social
B-LS 6. Set high standards of quality	B-SMS 6. Demonstrate ability to overcome barriers to	B-SS 6. Use effective collaboration and cooperation skills
B-LS 7. Identify long- and short-term academic, career and social/ emotional goals	B-SMS 7. Demonstrate effective coping skills when faced with a problem	B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams
B-LS 8. Actively engage in challenging coursework	B-SMS 8. Demonstrate the ability to balance school, home and community activities	B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary
B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions	B-SMS 9. Demonstrate personal safety skills	B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and
B-LS 10. Participate in enrichment and extracurricular activities	B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	

Grade-Level Competencies

Grade-level competencies are specific, measurable expectations that students attain as they make progress toward the standards. As the school counseling program's vision, mission and program goals are aligned with the school's academic mission, school counseling standards and competencies are also aligned with academic content standards at the state and district level.

ASCA Mindsets & Behaviors align with specific standards from the Common Core State Standards through connections at the competency level. This alignment allows school counselors the opportunity to help students meet these college- and career-readiness standards in collaboration with academic content taught in core areas in the classroom. It also helps school counselors directly align with academic instruction when providing individual and small-group counseling by focusing on standards and competencies addressing a student's developmental needs. School counselors working in states that have not adopted the Common Core State Standards are encouraged to align competencies with their state's academic standards and can use the competencies from the ASCA Mindsets & Behaviors as examples of alignment.

Domains

The ASCA Mindsets & Behaviors are organized in three broad domains: academic, career and social/emotional development. These domains promote mindsets and behaviors that enhance the

learning process and create a culture of college and career readiness for all students. The definitions of each domain are as follows:

Academic Development – Standards guiding school counseling programs to implement strategies and activities to support and maximize each student's ability to learn.

Career Development – Standards guiding school counseling programs to help students 1) understand the connection between school and the world of work and 2) plan for and make a successful transition from school to postsecondary education and/or the world of work and from job to job across the life span.

Social/Emotional Development – Standards guiding school counseling programs to help students manage emotions and learn and apply interpersonal skills

ASCA Mindsets & Behaviors Database

The grade-level competencies are housed in the ASCA Mindsets & Behaviors database at www.schoolcounselor.org/studentcompetencies. School counselors can search the database by keyword to quickly and easily identify competencies that will meet student developmental needs and align with academic content as appropriate. The database also allows school counselors to contribute to the competencies by sharing other ways to meet or align with a specific standard.

Link to entire document here:

<https://www.schoolcounselor.org/asca/media/asca/home/MindsetsBehaviors.pdf>

American School Counselor Association (2014). *Mindsets and Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student*. Alexandria, VA: Author.





ASCA School Counselor Professional Standards & Competencies

The ASCA School Counselor Professional Standards & Competencies outline the mindsets and behaviors school counselors need to meet the rigorous demands of the school counseling profession and the needs of pre-K–12 students. These standards and competencies help ensure new and experienced school counselors are equipped to establish, maintain and enhance a comprehensive school counseling program addressing academic achievement, career planning and social/emotional development. These standards and competencies can be used in a variety of ways including:

School counselors

- Self-assess their own mindsets and behaviors
- Formulate an appropriate professional development plan

School administrators

- Guide the recruitment and selection of competent school counselors
- Develop or inform meaningful school counselor performance appraisal

School counselor education programs

- Establish benchmarks for ensuring school counseling students graduate with the knowledge, skills and attitudes needed to develop a comprehensive school counseling program.

Organization of the ASCA School Counselor Professional Standards & Competencies

The ASCA School Counselor Professional Standards & Competencies are organized by mindset standards and behavior standards and competencies. The standards are broader topics that describe the knowledge, attitude and skills school counselors need to implement a comprehensive school counseling program. The competencies are more specific and measurable indicators of the behavior standards.

Mindsets: The mindset standards include beliefs school counselors hold about student achievement and success. Although it may be possible to measure these beliefs, the mindsets are more readily recognized through the behaviors a school counselor demonstrates as a result of the implementation of a comprehensive school counseling program. Therefore, the mindset standards do not have correlating competencies.

Behaviors: The behavior standards include essential behaviors school counselors demonstrate through the implementation of a comprehensive school counseling program including:

1. Professional foundation – the essential skills that are the basis of a school counselor’s professional orientation
2. Direct and indirect student services – interactions that are provided directly to students or indirectly for students in collaboration with families, teachers, administrators, other school staff and education stakeholders
3. Planning and assessment – activities necessary for the design, implementation and assessment of the comprehensive school counseling program

Each behavior standard has specific competencies that are measurable indicators of the broader standard. These competencies can be used to further define the behaviors necessary for the implementation of a comprehensive school counseling program.

The mindsets and behaviors standards are found in the following chart, and the behavior competencies are listed afterwards.

ASCA School Counselor Professional Standards & Competencies, cont.

MINDSETS

School counselors believe:

- M 1.** Every student can learn, and every student can succeed.
- M 2.** Every student should have access to and opportunity for a high-quality education.
- M 3.** Every student should graduate from high school prepared for postsecondary opportunities.
- M 4.** Every student should have access to a comprehensive school counseling program.
- M 5.** Effective school counseling is a collaborative process involving school counselors, students, families, teachers, administrators, other school staff and education stakeholders.
- M 6.** School counselors are leaders in the school, district, state and nation.
- M 7.** Comprehensive school counseling programs promote and enhance student academic, career and social/emotional outcomes.

BEHAVIORS

School counselors demonstrate the following standards in the design, implementation and assessment of a comprehensive school counseling

Professional Foundation	Direct and Indirect Student Services	Planning and Assessment
B-PF 1. Apply developmental, learning, counseling and education theories	B-SS 1. Design and implement instruction aligned to ASCA Mindsets & Behaviors for Student Success in large-group, classroom, small-group and individual settings	B-PA 1. Create school counseling program beliefs, vision and mission statements aligned with the school and district
B-PF 2. Demonstrate understanding of educational systems, legal issues, policies, research and trends in education	B-SS 2. Provide appraisal and advisement in large-group, classroom, small- group and individual settings	B-PA 2. Identify gaps in achievement, attendance, discipline, opportunity and resources
B-PF 3. Apply legal and ethical principles of the school counseling profession	B-SS 3. Provide short-term counseling in small-group and individual settings	B-PA 3. Develop annual student outcome goals based on student data
B-PF 4. Apply school counseling professional standards and competencies	B-SS 4. Make referrals to appropriate school and community resources	B-PA 4. Develop and implement action plans aligned with annual student outcome goals and student data
B-PF 5. Use ASCA Mindsets & Behaviors for Student Success to inform the implementation of a comprehensive school counseling program	B-SS 5. Consult to support student achievement and success	B-PA 5. Assess and report program results to the school community
B-PF 6. Demonstrate understanding of the impact of cultural, social and environmental influences on student success and opportunities	B-SS 6. Collaborate with families, teachers, administrators, other school staff and education stakeholders for student achievement and success	B-PA 6. Use time appropriately according to national recommendations and student/school data
B-PF 7. Demonstrate leadership through the development and implementation of a comprehensive school counseling program		B-PA 7. Establish agreement with the principal and other administrators about the school counseling program
B-PF 8. Demonstrate advocacy in a comprehensive school counseling program		B-PA 8. Establish and convene an advisory council for the comprehensive school counseling program
B-PF 9. Create systemic change through the implementation of a comprehensive school counseling program		B-PA 9. Use appropriate school counselor performance appraisal process

Link to entire document here:

<https://www.schoolcounselor.org/asca/media/asca/home/SCCompetencies.pdf>

American School Counselor Association (2019). *ASCA School Counselor Professional Standards & Competencies*. Alexandria, VA: Author.



ASCA Ethical Standards for School Counselors:

<https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>

Code of Ethics for Arkansas Educators:

<http://dese.ade.arkansas.gov/divisions/educator%20effectiveness/plsb-professional-ethics-discipline/code-of-ethics-for-arkansas-educators>

TESS Smart Card for School Counselors

<p style="text-align: center;">Domain 1: PLANNING AND PREPARATION</p> <p>1a: Demonstrating Knowledge of counseling theory and techniques</p> <ul style="list-style-type: none"> • Knowledge of counseling techniques • Knowledge of application of supports <p>1b: Demonstrating Knowledge of child and adolescent development</p> <ul style="list-style-type: none"> • Knowledge of development characteristics • Knowledge of exceptions to general patterns of development • Knowledge of working with students from a variety of sources <p>1c: Establishing goals for the counseling program appropriate to the setting and the students served</p> <ul style="list-style-type: none"> • Appropriate goals • Goals target the needs of the population • Goals are consistent and collaborative <p>1d: Planning the counseling program with appropriate resources</p> <ul style="list-style-type: none"> • Extensive knowledge of resources • Deep understanding of student needs and best resources for them • Designs services in collaboration with all constituents <p>1e: Developing measures to evaluate the counseling program</p> <ul style="list-style-type: none"> • Highly sophisticated plan with variety of sources of evidence and clear path to goals • Active involvement of constituents • Careful data collection on goals 	<p style="text-align: center;">Domain 2: ENVIRONMENT</p> <p>2a: Creating an environment of respect and rapport</p> <ul style="list-style-type: none"> • Environment is inviting and reflecting sensitivity to characteristics of the population • Interactions are warm and caring • Relationships with all students reflect high degree of comfort and trust • Students feel valued and will take emotional risks <p>2b: Establishing a culture for productive communication</p> <ul style="list-style-type: none"> • Communication in counselor setting is productive and respectful • Student responses are in depth and committed to the counseling process <p>2c: Managing routines and procedures in the counseling setting</p> <ul style="list-style-type: none"> • Routines are seamless and students work to maintain them • The emergency response plan results from collaboration with all constituents <p>2d: Establishing expectations/norms for student behavior in the counseling setting</p> <ul style="list-style-type: none"> • Clear conduct standards for counseling sessions and students work to maintain them • Significant contribution to the environment of civility • Collaboration with all constituents and responsive to intervention needs as they arise
<p style="text-align: center;">Domain 3: DELIVERY OF SERVICE</p> <p>3a: Communicating with students to determine their needs</p> <ul style="list-style-type: none"> • Conducts detailed, individualized behavior and/or academic assessments • Opportunities for student involvement • Communicates with colleagues, parents and community agencies when assessing student needs <p>3b: Assisting students in the formulation of academic, personal/social, and career plans based on knowledge of student needs</p> <ul style="list-style-type: none"> • Helps students individually create academic, personal/social and career plans based on data of needs • Students actively participate in the creation of academic, personal/social and career plans <p>3c: Delivering counseling services and resources to support students</p> <ul style="list-style-type: none"> • Collaborates with other colleagues, programs and agencies to meet individual student needs • Uses available resources to provide services • Makes appropriate referrals consistently and collaboratively based on individual student needs <p>3d: Using assessment to guide counseling service</p> <ul style="list-style-type: none"> • Consistently evaluates student progress with multiple measures • Counselor consults with team members during evaluation • Students demonstrate some self-assessment and self-advocacy <p>3e: Demonstrating flexibility and responsiveness</p> <ul style="list-style-type: none"> • Proposes changes based on student need • Quickly incorporates new developments • Continual awareness of student needs and adjusts daily routines 	<p style="text-align: center;">Domain 4: PROFESSIONAL RESPONSIBILITIES</p> <p>4a: Reflecting on counseling practice</p> <ul style="list-style-type: none"> • Highly accurate and perceptive description of practice • Accurate process of evaluation • Makes detailed suggestions about program improvement based on multiple data sources <p>4b: Maintaining Accurate Records</p> <ul style="list-style-type: none"> • Highly systematic and efficient record keeping • Records provide model for others <p>4c: Communicating with Families</p> <ul style="list-style-type: none"> • Consistently provides thorough and accurate information to families about the program, student services and individual students • Includes colleagues when necessary <p>4d: Participating in a Professional Community</p> <ul style="list-style-type: none"> • Assumes leadership role • Makes a substantial contribution to school and district meetings/events • Creates positive, productive collegial relationships • Supports district mission <p>4e: Growing and Developing Professionally</p> <ul style="list-style-type: none"> • Leads in seeking professional development opportunities • Contributes to the profession • Presents information to colleagues <p>4f: Showing Professionalism</p> <ul style="list-style-type: none"> • High standards of honesty, integrity and confidentiality • Adheres to district, state, and federal regulations • Advocates for all students • Models professionalism

<http://dese.ade.arkansas.gov/divisions/learning-services/guidance-and-school-counseling/tess-for-counselors>

**Arkansas Department of Education
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Guidance and School Counseling**

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